



SEND Information Report 2020-21

Contextual Information:

This SEND information report outlines how we identify and support children in our school to ensure that they have full inclusive access to our school education. This SEN information report should be read in conjunction with the school's SEND Policy.

School context:

The current number of pupils on roll at St.Helen's is 205.

As of September 2020, the number of children at St.Helen's who are classified as receiving SEN support is: 10%

The information below gives a breakdown of the previous % of children who were categorised as receiving SEN Support:

2020-21 10%
2019-20 10%
2018-19 9%
2017-18 9%

Ofsted Report December 2019



Teachers make sure they understand pupils as individuals. They provide support that is expertly matched to these needs. Pupils with special educational needs and/or disabilities (SEND) achieve very well as a result.

Children in early years make a flying start to their school career. Teachers plan challenging and varied activities that capture children's interest. The Reception classroom is a lively and exciting environment to learn in. Children are well cared for and they trust the adults around them. Teachers quickly identify any specific needs and make sure that children receive the support that is right for them. Children are exceptionally well prepared for the move into Year 1 as a result.

Ofsted Report June 2018



Pupils say that teachers make learning fun. Teachers' very high expectations can be seen both in the level of challenge in lessons and in the quality of the well-presented work in pupils' books. Pupils increasingly understand their own strengths and areas to improve and demonstrate their commitment to be 'flying high' in line with the school's vision. A parent typically described the ethos by saying: 'You can see and feel the dynamic and positive atmosphere, beautifully behaved polite



Aims and Objectives of SEN/D Provision at St.Helen's CE Primary School.

Aim: At St Helen's Primary School we aim to deliver teaching and learning which enables every child, regardless of ability, to achieve his or her full potential.

Objectives: In order that all children fulfil their potential, as a school we try to use our best endeavours to make sure that any child with an identified SEN/D need gets the support they need through the school's use of **reasonable adjustments**.

We will also endeavour to:

- work within the guidance provided in the SEND Code of Practice 2014.
- ensure the SEN and Disability Act and relevant statutory guidance are implemented effectively across the school.
- identify and provide for pupils who have special educational needs and additional needs.
- ensure equality of opportunity for; and eliminate prejudice and discrimination against, children with special educational needs.
- continually monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible.
- provide full access to the curriculum through differentiated planning by class teachers, SENCO, and support staff as appropriate.
- provide specific input, matched to individual needs, in addition to differentiated class room provision, for pupils recorded as having SEN Support.
- ensure that pupils with SEN/D are perceived positively by all members of the school community, and that SEN/D and inclusion provision is positively valued and accessed by staff and parents/carers.
- provide support and advice for all staff working with SEN/D children.
- involve parents/carers at every stage in plans to meet their child's additional needs.
- involve the children themselves in planning and in any decision making that affects them.
- ensure access to the curriculum for all pupils including those with SEN/D



What do the pupils say about St Helen's CE school?

Each long term Mr.Chappell, our Head of School, carries out pupil conferencing with our SEND pupils to find out about their thoughts and feelings about school. Please find below a selection of quotes from pupil conferencing sessions in 2019.

School is great for me! It's lots of fun!

I enjoy working independently.

Pupils in Year 6

It's a good school...it's friendlypeople are nice.

School is good because I am getting better at writing.

Pupils in Year 5

I like school– break times are fun.

Pupils in Year 4

School is good! I like it that I get to work on computers.

I enjoy working with an adult... they make me work hard.

Pupils in Year 3



What do the parents say about St Helen's CE school and provision for SEND?

At the end of the academic year, Mr. Chappell, our Head of School, carries out confidential questionnaires with the parents of our SEND pupils to find out all about their thoughts and feelings about school. Please find below a selection of quotes from the returned forms which were completed in 2019. (Due to the current climate we were unable to complete this process in July 2020.)

17) Please feel free to add any further comments:

I'm very impressed with St Helen's, I'm confident my child is in the best place.

17) Please feel free to add any further comments:

I feel that St Helen's is providing excellent schooling for my child with SEN - it is fantastic how he is included in the lessons and wider school but how he is enabled to access the curriculum at his level. I am aware this takes a lot of extra work for a teacher.

He loves school, has friends and is developing well.

If I could work out where to nominate the school for an award for SEN - I would.

16) Is there anything that school could do better for me as a parent or my child? **NOT AT PRESENT TIME, VERY HAPPY WITH EVERYTHING.**

17) Please feel free to add any further comments:

ONLY A THANK YOU TO ALL THE STAFF FOR THE GREAT JOB YOU ALL DO.



What do the parents say about St Helen's CE school and provision for SEND?

17) Please feel free to add any further comments:

I can't fault the support my child has had. He finds school very difficult but the support he has means he enjoys going and has made significant progress.

BACK TO ME.

16) Is there anything that school could do better for me as a parent or my child?

NO, you are amazing!



What is the local offer?

A statutory requirement of the 2014 SEND Code of Practice is for the LA (Local Authority) to outline to parents/carers what services are available and what support they can expect from a range of local agencies, including from the local authority, health services, schools, leisure services and the voluntary sector to support children with SEN/D (Special Educational Needs/Disability).

As part of South Gloucestershire's local offer the following questions and answers detail how we support the teaching and learning of SEN/D children at St Helen's CE Primary School and also form the basis of our first SEN/D Information statement. This is continually reviewed and updated. If you have any thoughts or questions about this information please feel free to email our school to make contact with our SENCO.

Further information about South Gloucestershire SEND services and support can be found at the link below:

<https://find-information-for-adults-children-families.southglos.gov.uk/kb5/southglos/directory/localoffer.page?localofferchannel=0&channel=localoffer>

SEND Local Offer
SEND Local Offer – your source of information on help and support for families and children 0-25 with special educational needs and disabilities.

- Early years and childcare
- Education and learning
- Health and wellbeing
- Social care
- Parent advice and support
- Things to do
- Young people preparing for adulthood
- Have your say

What is SEND?
Find out what special education needs and disabilities (SEND) are and what reasonable adjustments you can expect to support your child >

The SEND local offer explained >



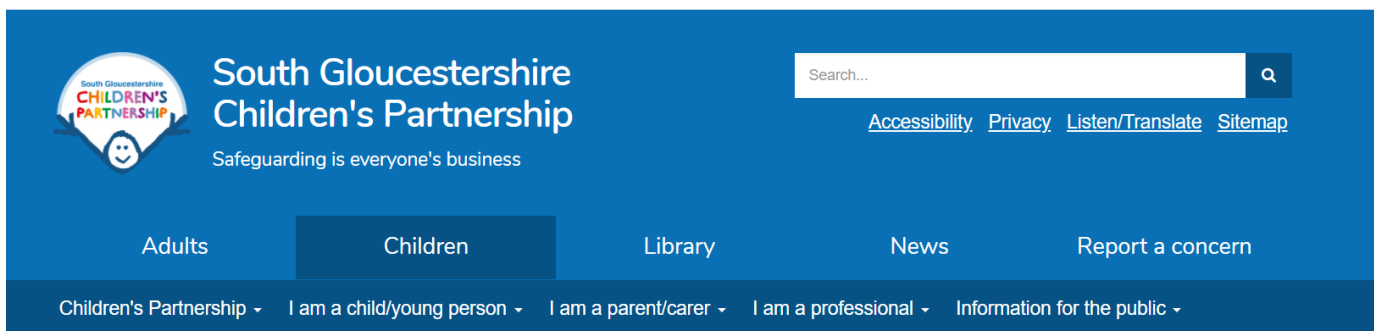
As part of the South Glos Local Authority approach to SEND, 'The South Glos Way' is a new approach to developing the provision of SEND.

The South Glos Way toolkit provides an evidence-based reference for schools and settings, following the principles of the graduated approach.

A range of professionals have contributed to the South Glos Way toolkit. These documents provide advice and guidance to help educational settings, including early years' providers, schools and specialist provisions to continue to build inclusive, enabling environments with understood processes and protocols that enable all children and young people with SEND, including some of our most vulnerable learners, to thrive.

Please click on the link below to take you to the page:

<http://sites.southglos.gov.uk/safeguarding/children/the-south-glos-way-inclusion-toolkit/>



[Home](#) > [Children](#) > The South Glos Way Inclusion Toolkit

The South Glos Way Inclusion Toolkit





Who is responsible for SEN/D at St Helen's CE School?

The Class Teacher is responsible for:

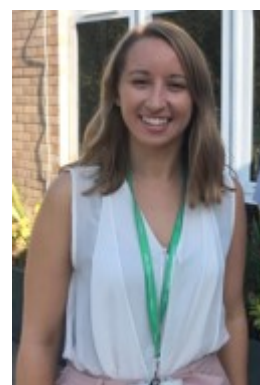
- Monitoring the progress of your child and then identifying, planning and delivering any additional help your child may need (this could be things like targeted work or additional support) and communicating with the SENCO as necessary.
- Ensuring that all staff working with your child in school, know and are able to deliver the planned work/programme for your child, so they can achieve the best possible progress.
- Ensuring that the school's SEND Policy is followed for all the pupils they teach.
- The class teacher can also be the first point of contact for any parent who is concerned about their child's progress or well-being in school.



The SENCO is responsible for:

- Co-ordinating all the support for children with Special Educational Needs and/or Disabilities and developing the school's SEN/D Policy to make sure all children receive a consistent, high quality response to meeting their needs in school.
- Providing specialist support for teachers and support staff in the school so they can help children with SEN/D in the school achieve the best possible progress.
- Updating the school's SEN/D register (a system for ensuring all the SEN/D needs of pupils in this school are known) and making sure that there are records of your child's progress and needs.
- Keeping you informed about the support your child is getting.
- Reviewing how all children are doing.
- Liaising with outside agencies to ensure the best possible provision.

SENCO: Mrs.Hardy





Head of School: Kelvin Chappell



The Head of School is responsible for:

- The day to day management of all aspects of the school, which includes the support for children with SEN/D.
- Giving responsibility to the SENCO co-ordinator and the class teachers for developing SEND provision but is still responsible for ensuring that your child's needs are met.
- Ensuring the Governors of the school are kept up to date about any issues in school relating to SEN/D.
- Ensuring that all provision for EHC Plans are put in place.

The school's Governing Body is responsible for:

- Making sure that the necessary support is made for any child who attends the school who has SEN/D.
- Ensuring that provision for SEND pupil is made and that it promotes high standards.



The school's SENGO (Special Educational Needs Governor) is Joanne Chambers.

All these different people work together to ensure that the school follows the statutory 2014 SEND Code of Practice so that we as a school:

'Use our best endeavours to ensure that the necessary provision is made for any individual who has SEN/D.'



Special educational needs and disability code of practice: 0 to 25 years

Statutory guidance for organisations who work with and support children and young people with special educational needs and disabilities

Please follow the link below to read the full version of the New Code of Practice for Special Educational Needs.

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>



Identification, Assessment and Provision At St.Helen's.

Identifying Special Educational Needs: How does St.Helen's CE know if my child/ren need extra help?

What should I do if I think my child has a Special Educational Need?

Students have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them. (Definition from SEN/D Code of Practice 2014)

A child can be identified as having SEN/D (Special Educational Needs and/or Disabilities) if he or she seems to be experiencing significant difficulties accessing the curriculum in line with their peer group. A pupil may have SEN/D where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.



Special educational needs and disability code of practice: 0 to 25 years

Statutory guidance for organisations who work with and support children and young people with special educational needs and disabilities

Identification:

At St Helen's, rigorous monitoring of assessment information is one way we can identify children who may be experiencing some difficulty and any concerns expressed by parents/carers can also be taken in to account.

All children throughout the school are monitored regularly to ensure they continue to access the curriculum successfully. To help early identification of any area of concern, a range of evidence is collected through different assessment procedures and monitoring arrangements that we use in school, as well as regular formal discussions between the SLT, SENCo and class teachers about the children in their class. If these sources of evidence suggest that any pupil is not making the expected progress or their needs have changed, it may be decided that additional and/or different provision is necessary.

Throughout this process the school will communicate to you as parents and you will be kept informed of any concerns that we may have.



What should I do if I think my child may have a Special Educational Need?

If you have any concerns about your child's progress, you should speak to your child's teacher initially and they will discuss those concerns with you and then if necessary with the SENCO: Mrs. Helen Hardy.

At St.Helen's, we work hard to develop open and honest communication with parents/carers and feel that working together is the best outcome to help children develop and make progress and to identify any special educational needs.



What are pupil progress meetings?

To ensure that all children's progress and achievements are rigorously monitored at the end of long term, pupil progress meetings are held between class teachers, the Head and the SLT. (Senior Leadership Team)

During these meetings, each teacher meets with the head and the SLT to talk about the progress of individual children in their class.

SEN pupils are also significantly talked about in these meetings and other follow up meetings may be held to discuss the progress of SEN children and to look at the effectiveness of current intervention provision which is in place.



What does it mean if my child has been identified as having Special Educational Needs?

Once appropriate assessments have taken place, and following conversations between staff members and you as parents, a decision will be made on whether a pupil has a specific SEN/D need and whether they will require school based SEN support.

There are four broad areas of need that the 2014 SEN Code of Practice identifies:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs.

For more information about these areas please use the link below to access the 2014 SEND Code of Practice.

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

What does the SEN/D Register mean?

The SEN/D register is a record that the school keeps to monitor the number of children who are receiving SEN support within school and who are identified as having a special educational need.

It is one of the responsibilities of Helen Hardy, the school's SENCo to keep an up to date record of which children are on the register. This register is continually reviewed by the SENCO, SLT and teachers in discussion with parents/carers and may involve some children being added throughout the year and some children being removed from the register. If a child has been identified as making good progress and has closed the attainment and achievement gap between themselves and their peers, s/he may no longer be deemed to be needing SEN support and will exit the SEN register.



Ofsted Report December 2019



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Children in early years make a flying start to their school career. Teachers plan challenging and varied activities that capture children's interest. The Reception classroom is a lively and exciting environment to learn in. Children are well cared for and they trust the adults around them. Teachers quickly identify any specific needs and make sure that children receive the support that is right for them. Children are exceptionally well prepared for the move into Year 1 as a result.

How will school staff support my child if they are identified as having a Special Educational Need?

Following **first wave quality teaching**, if the achievement and progress gap widens between the individual and their peers, the class teacher may highlight the child as having a particular need or difficulty and they will be given extra support in an identified area. This will be discussed and communicated with you, the parents. This may mean that your child attends an intervention group for extra targeted support with other children in the first instance.

The progress of the children will continued to be monitored and the effectiveness of the intervention provision considered. If it is felt that the child is not making adequate progress, once interventions have been put in place, then in discussion with you, your child may be added to the school SEND register.

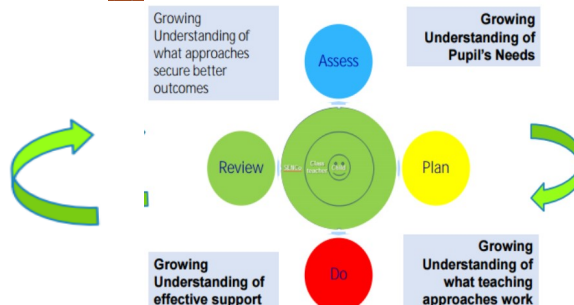
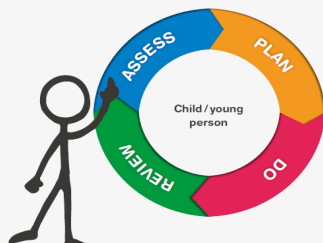
Children will then be referred to as receiving SEN Support. This will mean that a **SEN support plan** is developed in collaboration with the child, parents/carers, teachers and SENCO, who monitors the plan. This plan will clearly show what skills and knowledge your child is aiming to develop and how these will be achieved. The amount of support that the child is given is decided and clear targets developed and shared with all members of staff who work directly with the child. This process of working is in line with the **SEN graduated approach**.

I have heard about the graduated approach to Special Educational Needs – but what does this actually mean?



The Graduated Approach

The link between assessment & teaching



The type of SEN support that is provided at St.Helen's CE is known as the '**Graduated Approach**'. This follows the advice set out in the 2014 SEN Code of Practice about providing the most effective support for SEN/D.

The four stages of SEN support are:

- Assess
- Plan
- Do
- Review.



Your child's difficulties will be assessed so that the right support can be provided. This should include, for example, asking you what you think, talking to professionals who work with your child (such as their teacher), and looking at records, assessments and other information. This needs to be reviewed regularly so that the support provided continues to meet your child's needs. That might mean getting advice and further assessment from someone like an educational psychologist, a specialist teacher or a health professional.



Your school or other setting needs to agree, with your involvement, the outcomes that the SEN support is intended to achieve – in other words, how your child will benefit from any support they get – and you need to be involved with that. All those involved will need to have a say in deciding what kind of support will be provided, and decide a date by which they will review this so that they can check to see how well the support is working.



The setting will put the planned support into place. The teacher remains responsible for working with your child on a daily basis, but the SENCO and any support staff or specialist teaching staff involved in providing support should work closely together to track your child's progress and check that the support is being effective.



The support your child receives should be reviewed at the time agreed in the plan. You can then decide together if the support is having a positive impact, whether the outcomes have been, or are being, achieved and if or how any changes should be made



St Helen's School Example of a Graduated SEN Support Plan

PUPIL PROFILE 2020-21



Things I like or am interested in:	People who are important to me:	Other things I would like you to know about me:
Things I am good at:	This is me!	Things I find difficult or need help with:
Things I think help me:	Things my teacher thinks help me:	Parent/carer view:

SEN SUPPORT TRACKING 2020-21



Name: Year Group: SEND Area of Need: Previous Data:	Overview of child/Learning profile:		
SEN Support Graduated Approach: Assess, Plan, Do, Review			
Term 1 & 2			
Key Barriers to Learning:	Provision: (Who, what and when, including time and duration)	Target outcomes by the end of Term 2:	End of Term 2:
Date agreed with parents:			



What are the different types of support available for children with SEN/D at St Helen's ?

First and foremost the class-teacher is responsible for the provision and support for your child, through the process of **quality first wave teaching**. For your child this may be:

- That the teacher has the highest possible expectations of all children, including those with SEN/D
- That different ways of teaching are in place so that your child is fully involved in learning in class through differentiated activities.
- That specific strategies (which may have been suggested by outside agencies) are in place to support your child to learn.
- That your child's class teacher carefully tracks the progress of your child and provide extra support to help them make the best possible progress, including providing intervention groups.

My child's teacher has said he/she will receive intervention provision - what does this mean?

If your child has a particular SEN need, sometimes small group intervention or one to one intervention is provided for your child. This may involve working with a **TA (Teaching Assistant)** or the class teacher on a specific learning programme or looking at a specific area of the curriculum. This will be as part of the 'Do' phase of the graduated approach.

Please note: Sometimes some children receive help in small groups or in a one to one situation with a TA or class teacher. This does not automatically mean that they are classed as SEN/D. Sometimes small group work or a quick intervention programme might be used to follow up a particular problem a child has encountered in a subject, or to check a child's conceptual understanding.



What is meant by external agencies? My child's teacher and the SENCo said we may have to make a referral to an external agency.

Sometimes the school may seek external advice for help and support, to help a child's progress and for them to develop further. At St Helen's we have worked hard to forge a range of positive links with external agencies, which helps support the learning and development of the pupils in our care.

Additionally, should a parent/carer need further support and advice on an area of need, then the SENCo Helen Hardy, can make a referral to an external agency. These services include for example:

- Speech and Language Therapy
- Educational Psychology
- Occupational Therapy
- Sensory Support Services (Hearing and Vision Impairment)
- Inclusion Support
- Behaviour support.
- Physiotherapy Services
- Social Services
- Play Therapist
- School Health Nurse
- Educational Psychology Service
- Visual Impairment team
- The Supportive Parents Team
- CAMHS (Child Adolescent Mental Health Service)



If I need to, what alternative support services can be accessed for my child with SEND?

Sometimes you may feel that you may want to engage the services of other alternative support groups relevant to the need of your particular child with SEND. At St Helen's we are happy to work alongside you to access any extra support that you may feel will be beneficial.



[Home](#) [SEND](#) [About us](#) [Our Service](#) [Support groups](#) [News](#) [Useful Links](#) [Publications](#) [Contact](#)

Please use the link below to access the charity 'Supportive Parents', which provides information, advice and support to parents, children and young people about any type of special educational need or disability from 0-25 years who live in Bristol, North Somerset or South Gloucestershire.

<https://www.supportiveparents.org.uk/>

:



Ofsted Report December 2019

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If my child has Special Educational Needs, how will the curriculum be matched to my child's needs?

At St Helen's, if your child has SEN/D, we will use our best endeavours – that means to do our very best – to give your child the support they need. That could include getting advice and support from specialists outside the school or by providing intervention provision which is **'different from or additional to that normally available to pupils of the same age.'**

As discussed earlier, first and foremost the class teacher, through **quality first wave teaching**, will ensure that the needs of all learners within one class are appropriately catered for, including children with SEN/D and that lessons provide enough challenge for all groups of learners through differentiated activities.

Where it has been decided that the needs of an individual require extra SEN/D support, the child may take part in extra intervention sessions as part of a small group in the first instance. This could be to target specific areas of difficulty such as spelling, reading, and comprehension, certain areas of maths or speech and language activities.

In these instances Teaching Assistants (TAs) may be allocated to work with the pupil in a 1:1 situation or small focus group to target specific needs.



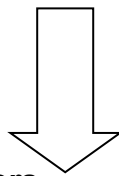
Appropriate specialist equipment may also be given to the child to help access the academic curriculum e.g. writing slopes, cushions, pen/pencils grips or easy to use scissors.



Overview of St Helen's SEN/D Provision: The Graduated Approach

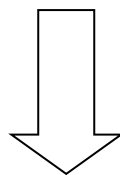
Quality First Wave Teaching: What we offer every child at St. Helen's.

QFWT: this is what should be on offer for all children: the effective inclusion of all pupils in high-quality everyday personalised teaching. Such teaching will, for example, be based on clear objectives that are shared with the children and returned to at the end of the lesson; carefully explained new vocabulary; use of lively, interactive teaching styles and a range of learning styles (visual and kin-aesthetic as well as auditory/verbal learning). Approaches like these are the best way to reduce, from the start, the number of children who need extra help with their learning or behaviour .



School Based Support: Teachers

Following quality first wave teaching, class teachers constantly review the progress of children in their class and then may plan targeted support to help specific children make more progress in a particular area. This may involve small group interventions on a specific area of need or may sometimes involve one to one work with the TA or Teacher.



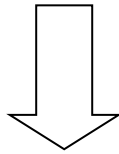
School Based SEN/D Support: Teachers and SENCO

Following quality first wave teaching, and by monitoring very closely any initial support, class teachers review the progress of children who have been receiving any school-based interventions. If it is felt that the child is not making expected progress despite QFWT and school-based support, a child may be assessed as having a Special Educational Need and will require provision that is **'additional to and different from that which is provided for most children.'** They will then be added to the school's SEN register. The SENCO may then seek support from different external agencies. At this point a SEN support plan will be put in place in consultation with the child and parent/carers.



Overview of St Helen's SEN/D Provision: The Graduated Approach.

EHCP (Educational Health Care Plan) Assessments: If it is felt that despite receiving rigorous intervention provision, and where the school has taken relevant and purposeful action to identify, assess and meet the needs of an SEN/D child, that the child is still not making expected progress, the school or parents could make a request to make an EHCP needs assessment. An assessment takes place over a twenty week period.



EHCP (Educational Health Care Plan)

Following a needs assessment and consultation between the Local Authority, the school and the parents, a plan may be given to a child that can run from anytime between the ages 0– 25. This will ensure that long term support is provided and provision given to support the child into adulthood. All agencies including education, health and social services are involved to work together for the best of the child.



**What intervention provision is available at St Helen's?
What will my child receive to help accelerate progress?**

At St Helen's we provide a range of different intervention provision to help children with special educational needs. Some of the intervention provision that has been provided over the last year includes:



Numicon -
Maths



Power of 2 - Times
Tables and Number



Phonics
Support



Handwriting
sessions



Big Maths



Priority Reading



Social Skills
Groups

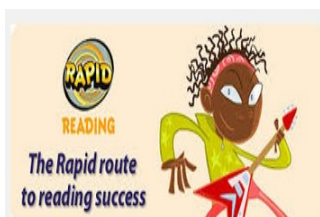


Nessy Online
Reading and
Spelling



What training **have** the SENCO staff at St Helen's supporting children and young people with SEND had or are they hav-

Kelvin Chappell, Head of school, has achieved the National Award in Special Educational Needs Coordination. As part of her role as SENCO, Helen Hardy attends any annual SEN conferences and cluster meetings to keep abreast of the latest developments, and also local cluster meetings with other local SENCOs. Through these meetings she has developed a list of contacts we can seek advice from. As part of her role she is also supported by the South Gloucestershire SEN/D Support Team.



The TAs (Teacher Assistants) at St Helen's in liaison with the class teachers and SENCO run a variety of different intervention programmes designed to help SEND children's schooling. Over the last few years training has been given in areas, such as Numicon (a Mathematics programme) and Rapid Reading. Depending on the needs of particular child/ren, other training programmes are available - these will be updated as and when, and the training needs of the staff are developed depending on the needs of the children at St. Helen's.





Communication:

As a school we will listen to any concerns that you have about your child/ren and can set up further meetings to plan additional support depending on the nature of your concerns. We can also discuss any referrals that may need to be made to outside professionals to help support your child's learning.

How will I know how my child is doing and how will you help me support my child's learning?

The class teacher will monitor the progress of all children in line with age related expectations and will identify any child that appears to be making slower than average progress. To this end, a child with identified SEN/D will have their progress monitored in the same way. The class teacher will try to make sure that all children make progress that is appropriate for them, and their ability

The school has two parents evening in Term 2 and Term 4. However as a school we pride ourselves on developing open and honest communication with parents/carers throughout the year.

As well as regular structured parents evening meetings, formal SEN support meetings will be held three times a year, which will focus on the progress being made by your children with SEN/D. However we encourage you to make contact whenever possible with your child's teacher or the SENCo, if you have any concerns regarding your child's education and they will be more than willing to help.

The school SENCO, Helen Hardy is also available to be contacted at anytime. He can be contacted by emailing the school office: Email address: sthelenprimary@sgmail.org.uk



0-25 SERVICE Special Educational Needs and Disabilities

STATUTORY EDUCATION, HEALTH & CARE PLAN

Educational Health Care Plans

The majority of children and young people with SEN/D will have their needs met at St Helen's through intervention programmes, or a modification of the school curriculum, for example through differentiated work, however some children and young people may require an EHC needs assessment in order for the local authority to decide whether it is necessary for it to make extra provision in accordance with an EHC plan.

The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child or young person, to secure the best possible outcomes for them across education, health and social care and as they get older, prepare them for adulthood.

More information about the EHCP process can be found on the DFE website:



<https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>

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Special educational needs and disability

A guide for parents and carers

If you would like to find out more about this process, please feel free to contact Mr.Chappell.



What support will there be for my child's overall well-being?

At St Helen's we are an inclusive school; we welcome and celebrate diversity.

All staff believe that self-esteem is crucial to a child's well-being. We have a caring, understanding staff team looking after our children. The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class; therefore this is always a parents' first point of contact.

If further support is required, the class teacher liaises with the SENCO for further advice and support. This may involve working alongside outside agencies such as Health and Social Services, and/or the Behaviour Support Team.

Plans and Policies are put in to place for all children to access the curriculum and all other aspects of school life including trips and extra-curricular clubs if children wish to: Children's wellbeing is considered through:

Medical needs:



Please inform the school if your child has a specific medical need. It is the responsibility of the parents to provide the school with any necessary medication. Parents must ensure that medication kept in school is within date and that school is informed immediately should there be any changes.

Should a child need medication to manage a condition such as ADHD, epilepsy, diabetes, asthma or anaphylaxis, a health care plan facilitated by the school nurse will be provided for the school and necessary training to deliver the medication will be provided by the necessary professional. School staff will be trained to administer medication where appropriate.

Should a child have a physical disability and need to receive regular physiotherapy, this can be arranged through the school SENCO as part of their SEN support plan or an EHC plan.

Special equipment for disabled children can be provided by the local authority where necessary.

Should a child need a reduced time table in order to receive additional therapy, this can be discussed as part of the initial EHC plan meeting.



Pastoral and Social Support.

As part of the weekly curriculum, the children will cover Personal, Social, Health, Education through PSHE Jigsaw sessions. These lessons will cover managing feelings, friendships, worry, coping with change, dealing with other people, grief, loss and working towards goals. It will also cover aspects of safety such as sun safety and road safety.



Behavioural Issues:

Class teachers are trained to deal with low level disruption and mild behavioural issues, but should a child present more challenging behaviour, the school will follow the agreed behaviour policy. Parents will be made aware that their child is disrupting lessons or displaying disruptive/abusive behaviour and small periods of exclusion (within school or away from school) may be necessary. Occasionally a referral to the Behaviour Support Service may be necessary. Should this be the case, Kelvin Chappell or the Head Teacher Andy Spens will make the referral to the Behaviour Support Team, who come into school to carry out assessments and make recommendations for support.



How will my child be included in activities outside of the classroom, including school trips?

Your child's special educational/medical need will be taken into account when planning school trips/ camps. Staff will modify activities to include all children, however, it may be necessary to give children a different learning experience to their peers in order to best match their needs. Staff will visit all new camp/trip locations to assess accessibility should there be any physically disabled children in the cohort. Full risk assessments will always be undertaken.

Appropriate numbers of staff will accompany children depending on their age and any special educational need within the class.

Should a child have an identified need, parents may be contacted to accompany their child on the trip if appropriate.

Medications/asthma inhalers can be administered by staff whilst children are away on camps for longer than one day. Staff will also carry first aid kits and will have parental contact details for all children on the trip/camp.

All children are included in all parts of the school curriculum, and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful.

A risk assessment is carried out prior to any off-site activity to ensure everyone's health and safety will not be compromised. On the rare occasion that it is considered unsafe for a child to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school.

Equality of opportunity:

The school does not discriminate against children on the grounds of race, gender or ability. We seek to enable children to have reasonable access to the school's curriculum and opportunity for inclusion for all.



How accessible is the school environment?

St Helens Primary School is fully accessible by wheelchair and is all on one level. One of our Elliott classrooms has a ramp to the door.

The school has one disabled toilet which includes a working shower facility.

Should a child have a visual impairment, working alongside the local authority we will provide visual aids such as magnifiers, books with enlarged print, personal ipads, visualisers etc.

The school may have to identify appropriate resources to allow for the physical adaptation of the environment. This allocation will come from the central school budget.



How are the school's resources allocated and matched to children's special educational needs?

The Head of School and SENCO, in discussion with Governors will identify expenditure for SEN/D resources when planning the next year's budget.

Expenditure could entail appointment of staff, covering the cost of release of staff from classroom duties, buying educational or medical equipment or the modification of the school environment for those children with physical disabilities or with an identified SEND need.

Occasionally, a statutory assessment panel from the local authority may allocate further funds to purchase specialist equipment or give additional resources and training may also be provided depending on individual circumstances.



How will the school prepare and support my child when joining and transferring from the school?

Many strategies are in place to enable your child's transition to and from another school to be as smooth as possible. These include:

Our Year Six teacher, Mr. Adams, alongside Mrs Hardy will prepare the Year Six children for their transition to secondary school and will be in touch with Secondary teachers/ SENCOs to discuss individual children, should this be necessary. Kelvin Chappell will also meet formally to hold discussions with secondary school SENCOs.

As a parent you are also welcome to contact your chosen secondary provider and discuss any concerns you may have.

Should a child with SEN/D need an enhanced transition to secondary school, this will be arranged by Kelvin Chappell in the first instance. He will develop a link with local Secondary SENCOs and an earlier, more detailed induction process can be arranged.. This could involve an initial meeting with parents and then several sessions in which the child can visit the school and familiarise themselves with the surroundings.

Occasionally, it may be felt that a child's special educational need may not be able to be fully met at or that an alternative, more specialised secondary placement should be sought. In this case, in consultation with parents and the local authority, the most suitable alternative educational setting will be discussed and visits can be arranged.

Should a child with SEN/D transfer to an alternative setting, all records and paperwork will be sent on with them

We encourage all new children to visit the school prior to starting. We liaise closely with pre-school settings, visiting these (wherever possible) before children start school. When pre-school children are identified with SEN/D, transition meetings are arranged with the pre-school SENCO, key worker or Early Years Area SENCO.

All children with SEN/D are encouraged to visit St Helen's on several occasions to assist with a smooth transition. We also aim to visit them in their current school, a clear programme for transition will be developed and organised with parents/carers. When children are preparing to leave us for a new school, typically to go to Secondary education, we can arrange additional visits.

The Head teacher and SENCO, in discussion with Governors will identify expenditure for SEN/D resources when planning the next year's budget. Expenditure could entail appointment of staff, covering the cost of release of staff from classroom duties, buying educational or medical equipment or the modification of the school environment for those children with physical disabilities or with an identified SEND need.



Supporting Families



St.Helen's has set up a website page dedicated to SEN/D. On this page you will find **lots** of information to help you understand SEN/D processes. The direct link can be found here:

<http://www.sthelensprimaryalveston.org.uk/special-education-needs/>

Home About the School **School Life** Classes News Calendar

Special Education Needs

Latest SEN/D News and Information:



On this page you can also access the links to the school's local offer and South Gloucestershire's SEN Local offer. Over the year this page will continually be updated with news and information, if you have any ideas or suggestions about what else could go on the website page, please email the school office with suggestions. Examples below show a screen snapshot of our website.

Please click here to read our St Helen's Local Offer:

[St.Helen's Local Offer](#)

Please find below the direct link to the South Gloucestershire Council's SEN page:

<http://www.southglos.gov.uk/education-and-learning/schools-and-colleges/special-educational-needs/>

This will take you directly to information about Special Education Needs. The next link will take you directly to the local authority's local offer page.

<http://www.southglos.gov.uk/health-and-social-care/local-offer/local-offer-education/>



Supporting Families: Dealing with Complaints



INFORMATION ABOUT DEALING WITH COMPLAINTS:

If you have a concern about any aspect of your child's education at St.Helen's, please feel free to discuss it with, your child's class teacher.

Alternatively, please email the school and make contact with our SENCo Helen Hardy or the Head of School Kelvin Chappell.

If necessary the school has a policy for dealing with complaints—please ask at reception for a copy of this procedure.



Glossary of Terms:

Child and Adolescent Mental Health Services (CAMHS): These services assess and treat children and young people with emotional, behavioural or mental health difficulties. They range from basic pastoral care, such as identifying mental health problems, to specialist 'Tier 4' CAMHS, which provide in-patient care for those who are severely mentally ill.

Education, Health and Care plan (EHC plan): An EHC plan details the education, health and social care support that is to be provided to a child or young person who has SEN or a disability. It is drawn up by the local authority after an EHC needs assessment of the child or young person has determined that an EHC plan is necessary, and after consultation with relevant partner agencies.

Graduated approach: A model of action and intervention in early education settings, schools and colleges to help children and young people who have special educational needs. The approach recognises that there is a continuum of special educational needs and that, where necessary, increasing specialist expertise should be brought to bear on the difficulties that a child or young person may be experiencing.

Local Offer: Local authorities in England are required to set out in their Local Offer information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled, including those who do not have Education, Health and Care (EHC) plans. Local authorities must consult locally on what provision the Local Offer should contain.

Special Educational Needs (SEN): A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Special Educational Needs (SEN): Code of Practice: The Code of Practice provides statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Families Act 2014 and associated regulations and applies to England. It relates to children and young people with special educational needs (SEN) and disabled children and young people. A 'young person' in this context is a person over compulsory school age and under 25.



Special Educational Needs Co-ordinator (SENCO): A qualified teacher in a school or maintained nursery school who has responsibility for co-ordinating SEN provision. In a small school, the headteacher or deputy may take on this role. In larger schools there may be a team of SENCOs. Other early years settings in group provision arrangements are expected to identify an individual to perform the role of SENCO and childminders are encouraged to do so, possibly sharing the role be-

Special educational provision: Special educational provision is provision that is different from or additional to that normally available to pupils or students of the same age, which is designed to help children and young people with SEN or disabilities to access the National Curriculum at school or to study at college.

Speech and language therapy: Speech and language therapy is a health care profession, the role and aim of which is to enable children, young people and adults with speech, language and communication difficulties (and associated difficulties with eating and swallowing) to reach their maximum communication potential and achieve independence in all aspects of life.